



Teachers' reflections of their rationale for teaching consumer sciences at secondary schools of Swaziland

Dumisa Celumusa Mabuza

Department of Consumer Sciences Education, Community Development Faculty of Consumer Sciences, University of Swaziland, Eswatini

Abstract

This article presents an action research involving nine participants who reflected on their experiences in rationale for teaching a JC Integrated Consumer Sciences curriculum. Three data-generation techniques: reflective activity, one-on-one interviews, and observations were used to investigate the educators' reflections that were later dissected utilising Framework Analysis. The educators were selected using both purposive and convenience sampling procedures. The findings of this study show that the teachers identified themselves with either professional rationale, public rationale, or personal rationale, they were all attracted by public reflections as an entry point into the discipline. The educators were influenced by their teachers, parents, and/or they have seen practical works and skills in Consumer Sciences (public reflections), thereafter identifying with these. Educators then develop interest in the subject or loved teaching it, enjoyed teaching it (personal reflections) or through training and qualifications attained, have enriched their outlook to making meaningful information and ideas that promote Consumer Sciences-related contents and knowledge. This study, accordingly, recommends that teachers, although they are mostly attracted by the skills in Consumer Sciences, they need to be aware of their personal interest and professionalism in the discipline for it can greatly affect their teaching.

Keywords: rationale, personal, professional, reflections, curriculum

1. Introduction

All disciplines have at one time defined themselves as using a philosophy that guides their practice, and thus helps them to remain focused. Consumer Sciences, as a field of study, was formed before the start of the twentieth century by a group of women, most of whom were scientifically educated and reform-oriented, as well as men who were interested in applying science and philosophy to improving everyday life. These women were irritated by lack of opportunities for educated women in the male-dominated disciplines. For a discipline, by means of its curriculum, to remain productive and relevant, it must be appreciated by the learners and instructors through the benefits and achievements recorded. Horn (1993) professed being disheartened by students who do not seem to share that pride, maintaining that other professions do not recognize the worth of such a discipline; and that society in general seems not to bestow upon women the prestige women believe their work merits. Horn added that one cannot blame the students nor our peers nor society but, she suspected that there must be something women are doing that could possibly be done better. Educators must first understand the rationale for teaching the subject, thereafter defining themselves along the philosophy of the discipline. This rationale then guides the educator in selecting educational purposes (goals), which form the core of any curriculum, thus it outlines the boundaries for the content to be taught. Tyler (2013) ^[34] presents curricular goals in the form of a question: 'What educational purposes should the school seek to attain?' In the teaching and learning of Consumer Sciences, educators come with their own/personal goals, shared/public and the documented/technical goals with regard to the dimensions

(scope, breath, continuity, integration) of the content and curriculum processes. Goals become useful during assessment, as teaching of any content uses goals as a yardstick for content taught. This chapter therefore presents findings and discussions of educator reflections with regard to rationale, educational purposes, content, and evaluation relating to addressing the research questions:

1. What are educators' reflections on the Junior Secondary Integrated Consumer Sciences curriculum?
2. Why do educators reflect on/in/for the Junior Secondary Integrated Consumer Sciences curriculum in particular ways?
3. What lesson learnt by the educators' reflections aims to improving the curriculum?

2. Literature Review

This section presents a deep insight and detailed exposition of the significance of reflection and its importance in using it professionally in curriculum. Moreover, to frame the study, this section categorise reflections into 'personal', 'public' and 'professional' reflections that is further presented as the main and comprehensive set of reflections necessary to guide educators. The section thus portray a gradual development of the research themes as framed by these reflection. Finally, exploration of how each reflection influences the teaching of Consumer Sciences in Swaziland and internationally has been detailed.

2.1 Personal Reflections

Any educator has developed personal reflections or personal ways of viewing or defining the environment around him or her. Personal reflections form the routine or habitual

subjective activities shaped by the educators' environment, family and culture (Khoza, 2016a) ^[19]. Professionals of all stripes have developed thought or action that normally has no rationale, or is conducted by the professional without conscious focusing on the action. Reflection has to start with consideration of personal feelings, interpreting them in order to learn from them (Atkins & Murphy, 1994; Boud *et al.*, 2013) ^[3, 5]. In addition, Gibbs (1988), in his reflective cycle, advocates for understanding of personal feelings and for the personal background of the practitioner to be first described. Consumer Sciences educators have personal goals, reservations and concerns with regard to the Integrated Consumer Sciences curriculum. This encompasses the personal reasons for teaching this curriculum, which may be owing to love of the subject, desperation for employment, *inter alia*. The focus of the Consumer Sciences programmes has been on the household (family) ecosystem. This involves developing research and education programmes which demand an analysis of the everyday operations of a household (family). In this light, Young (2014) ^[37] pronounces that the curriculum focuses on the family as an ecosystem and the improvement of the individual's interaction with the environment. From its definition and philosophy statement, consumer scientists would not argue for long without placing the emphasis on self-development, self-awareness and self-actualization as the ultimate goal for the discipline. That is also enshrined in its philosophy and mission statement.

Furthermore, the personal reflections constitute a world of self-understanding that is driven by lenses calibrated by personal experiences and the immediate surroundings. The practitioner in this world is informed by subconscious thoughts (Khoza, 2015a) ^[18] in which educators scrutinise, regardless of whether what they know may in one way be partial. This method of recognising is most likely to prompt changed mindsets, as instructors receive information on whose requirements are being met by their learning and convictions (Marbina, Church & Tayler, 2010) ^[23]. These studies reveal that personal reflection is subjected to subjective judgements of self; as such, it may be clouded by personal emotions that vary from individual to individual. Akbari (2007) ^[2], on the subject of teacher reflections, argues that the emotional make-up of a teacher must be taken into account to prevent a situation in which teachers only give an account of the negative sides of their teaching or profession. This is possible because subjects are not always independent of their personal viewpoint; this may be harmful to the person's mental well-being.

Moreover, personal reflections are mostly inherited from families, religious groups, and through personal experience. Larrivee (2008) ^[22] explored how becoming a critically reflective teacher may transform teaching practice, considering self-reflection, or profound inspection of personal beliefs. These personal beliefs, according to Larrivee, must be traced to the way in which they are formulated; and that the essential practices for developing personal reflection should be explained. This article defines processes fundamental to reflective practise. These personal reflections are teacher beliefs that are unchallenged. This was additionally bolstered by Larrivee (2008) ^[22] while presuming that unless educators build up the act of critical reflection, they remain caught in unexamined judgments, understandings, suspicions, and desires. "Approaching teaching as areflective practitioner involves fusing personal

beliefs and values into a professional identity" (p. 293).

Moreover, even in apparently routine or habitual work, there is a large amount of interaction with people around us (Wenger, 2000) ^[36]. These educators act in their individual classrooms, schools and societies; however, there are public/societal influences that shape their behaviour, forming a community of practise (Cox, 2004) ^[6].

2.2 Public Reflections

Consumer Sciences educators' judgment may be influenced by their peers, friends, and mentors from the time the decision is made to become a teacher. The association of Consumer Sciences in the USA published a newsletter lamenting that, in several articles, editorials, and radio discussions, people such as medical doctors, entrepreneurs, dieticians, and others are asking: "Where is Home Economics" (AAFCS, 2016). This call has motivated teachers to join the profession. The AAFCS further noted that there is a public outcry stemming from the public being faced with perennial practical problems of lack of food, shelter and clothing. This means that practitioners are anxious to find out what these problems mean to the public. This way of thinking is concerned with understanding events rather than trying to control them, and often involves reforming thinking as professionals try to gain new insights (Marbina, Church & Tayler, 2010) ^[23]. In addition, Van Manen (1977) ^[35] and Zeichner and Liston (1987) ^[38] are of the opinion that public reflection educators are more concerned with the principles that guide their teaching practices. This means that educators are concerned with the attainment of aims and objectives. Similarly, Khoza (2015a) ^[18] posited that the public-reflection factor is concerned with an outcome-based curriculum in which the major concern is the competences that the curriculum must develop in the learners. In this regard, public reflection is powered by the integrated curriculum. Such educators are more concerned with developing or changing learner behaviour through set goals and objectives. This, therefore, demands that the objectives be pre-set, and that they serve as guides for teaching. Such thinking conforms to Ralph Tyler's rationale that learning outcomes must be listed along with corresponding goals and objectives.

Furthermore, the curriculum of Consumer Sciences from its inception in Swaziland was influenced by societal needs, for example, malnutrition, and the preparation of young girls to cook for the European colonists. This saw such content being incorporated. Mberengwa and Johnson (2004) ^[25], when studying curriculum change in Consumer Sciences education at Gweru Teachers' College, noted that this curriculum in Zimbabwe and in most African countries, was introduced by the colonists, owing to public need for household/domestic work and in the realm of agriculture. Smith (2008) ^[31] observes the same in most Nigerian counties. This assent that Consumer Sciences in Africa had a strong Western influence has been an open discussion in scholarly articles and conferences. However, other countries in Asia bear the same testimony. In China, for example, McGregor (2008) ^[26] observes that Consumer Sciences was introduced in

1914 by Western missionaries who were then trained in the USA after the country's long out-dated system ended. McGregor (2008) ^[26] further asserts that China's curriculum was then shaped by the public need at that time. As evidence of this, China cancelled all Consumer Sciences

programmes nearly 40 years after their introduction, there no longer being a need for them, thanks to China's modernization process. Also, over the last decades, Swaziland has suffered the HIV/AIDS pandemic; thus the curriculum had to respond to that societal need by incorporating topics on its prevention and treatment.

2.3 Professional Reflections

Finally, the technical world, according to Van Manen (1977) ^[35], is ranked higher in his hierarchical model of reflection development. The technical aspect, professional reflection, presents the activities that have been proved to be effective and on which the practitioner may depend. In the professional world of educators, teaching defines the discipline or profession by placing more emphasis on a technology-integrated curriculum and the curriculum itself, as influenced by performance/collection/vertical curriculum (Khoza, 2015a) ^[18]. Furthermore, immediately after independence in 1991, the Armenian government aligned her national curriculum using state standards and the international standards of the EU (Terzian, 2016) ^[32]. The EU standards imported professional educational standards into the Armenian secondary curriculum. This information from the studies above reveals professional reflections as the highest level of reflection using scientific methods that may be proven and replicated. This act of upholding international standards or professional reflections awarded the Armenian curriculum substantial assistance and approval by international organisations. Practitioners informed by the professional rationale base their assertions on written articles in which evidence may be provided to support their stand. Hobart and Frankel (2001) ^[14] assert that a person informed by professional reflections is proficient in communication information, facts, knowledge and their ideas in writing. Consumer Sciences as an assortment of information is made out of the realities, learning, and the global guidelines that detect the content to be taught. This is revealed by McGregor (2012) ^[27], that the provision of services in Consumer Sciences must involve rigorous, responsible, intellectual activity. This is to suggest that the professionals in the field should continually engage in scholarly activity that assesses the existing knowledge. These studies depict a professional reflection person as one who is articulate, and who possesses technical know-how.

3. Methodology

This article applied a qualitative research approach rooted on the critical paradigm that set down the rules and regulations that established and defined the boundaries and guided me on how to act within those boundaries in order to be successful. This paradigm got to be basic for this study on two premise; one being that Consumer Sciences may be a social science and literature has demonstrated that critical paradigm gives a capable and persuasive system in social sciences by amplifying the interprevists mandate to get it the society but critiques it and take action. Furthermore, it frees participants from historical and auxiliary social phenomenon. Additionally, apart from illuminating the Consumer Sciences teachers and taking action, critical paradigm has been utilized broadly by Consumer Science curriculum studies (McGregor and Murnane 2010) ^[28]. Such an investigation is way better accomplished by utilizing a self-reflective enquiry, an action research, for the teachers to be effectively included in reflecting on their practises with

an point of improving their choices in Consumer Sciences. Purposive and convenience sampling procedures were used to generate data. The sample size consisted of nine (9) educators from the Manzini and Hhohho regions of Swaziland. Ethical concerns were observed according to the Rand Afrikaans University 2002 guidelines for ethical concerns. Participants were therefore informed of all their rights and their real names were concealed but pseudo names (Educator 1, Educator 2.....Educator 9) were used. For triangulation purposes, three data generation methods (one-to-one semi-structured interviews, reflection activity, and observation) were used. To establish trustworthiness of the qualitative research data, first, data was gathered from multiple sources for the purpose of enhancing genuineness of data (Creswell 2013) ^[7]. A voice recorder was used to verify that data gathered was consistent across the sources of data, for triangulation purposes i.e. providing a detailed research method used, offering a rich description of the settings and context of the Consumer Sciences educators interviewed to improve its transferability. Then, for dependability, we outlined the processes of reporting data in detail, thus enabling future researchers to repeat this study, not necessarily to gain the same results and used direct quotations for readers to access authenticity of findings. An assistant researcher was used to collect comparable data. This ensured that the study's findings are the outcome of the reflections and ideas of the educators, with no characteristics and preferences of our own thus enhancing confirmability. Lastly, the credibility of the research instruments was strengthened through use of a panel educationists and peer scrutiny to review whether the interview questions really reflected and presented the construct and content that solved research questions through the phases of action research. The action research had two phases and each method was therefore administered twice i.e. once in each phase to enhance data analysis. The Framework analysis was used and is commended with regard to well organisation of data, retaining link to data, thematic analysis, case analysis and combining examples and explanations. Themes generated from literature organized date and the findings are presented thematically, using direct quotations to express the voices of educators (Creswell 2013) ^[7].

4. Results and Discussions

4.1 Why are they Teaching Consumer Sciences? (Rationale)

During Phase One, educators were given a reflective activity (journal) helping them to critically think about the rationale for teaching the subject Consumer Sciences. However, recording such thoughts only benefits educators informed by professional reflections. Therefore observation, focus, and one-on-one interviews were also conducted to allow educators informed by public and personal reflections to express their rationale clearly in a social setting. This was done in a relaxed environment or personalised space in which I was asking personal questions face-to-face.

The participants had to reflect on their personal rationale, public rationale, and professional rationale. None of the nine participants reflected on all three rationales. Each participant identified with one form of rationale during the written reflective work. For example, only the rationales of Educator 3 and Educator 5 were derived from professional reflections that indicated a vision of the discipline supported

by their knowledge and the training they have received. Educator 3 said: *"I teach Consumer Sciences because I am a qualified Consumer Sciences teacher trained in the discipline and thus every teacher in the department is expected to teach at least one Consumer Sciences class."* Correspondingly, during the face-to-face interviews she confirmed that her rationale is deeply rooted in the tertiary academic training she received as a teacher. *"I was trained in home economics for five years. I selected Consumer Sciences as my first choice through mature entry"*. The rationale for being a teacher was influenced by public reflections: *"I decided to be a teacher during the first week of orientation and, my aunt who was a Consumer Sciences teacher's works related to Consumer Sciences such sewing made me see her as a leader and I decided to follow her path"*. However, this teacher had a desire for training in Consumer Sciences. *"I wanted to be trained in Consumer Sciences to acquire more knowledge in this subject"*.

The observation session, however, proved that Educator 3's rationale is greatly influenced by public reflections. While teaching a lesson on child care and development, Educator 3 consistently encouraged students to make use of the skills she imparted to them: they would be able to make clothes for themselves. In support of this, the teacher gave the example of Consumer Sciences skills obviating the need for purchasing, for instance, baby clothes. These can be sewn at home.

Educator 5 further noted that she had acquired vast knowledge and ideas from the discipline. Through her expertise she was ready to organise these ideas a meaningful way that learners can assimilate. *"My rationale for teaching JC Consumer Sciences is to organize ideas and help make knowledge more meaningful and useful to learners than just having them memorise the material"*. During the face-to-face interview, Educator 5 further elaborated that the students need concepts and ideas of the discipline for them to be able to connect with knowledge from other disciplines: *"Students need the understanding of the subject for them to connect even with other subjects and we need not to just give them skills. That understanding broadens their views. Skills can be acquired by anybody on the streets e.g. baking scones can be done even by the granny. This defines my existence, to make those connections for education to be meaningful"*.

Similarly, during the observation, this teacher was explaining to the learners that Consumer Sciences is a body of knowledge, but that it does not exist in isolation. She mentioned subjects such as Agriculture and the natural sciences from which Consumer Sciences draws its knowledge.

The reflections above undoubtedly indicate that Educator 3 and Educator 5 share the same rationale for becoming Consumer Sciences educators. The common rationale is that they are trained in the discipline and thus qualified to teach the curriculum. These educators therefore consider themselves experts in the field. This is clearly outlined by Educator 5 in that she has acquired vast knowledge and ideas from the discipline. This places her in a better position to organise those ideas in a meaningful way for learners to understand. It is interesting to note that both these educators are still young, and the findings confirm East's (1980) observation that the new professionals in Consumer Sciences are confident, and they know their material. These professionals are likely to be successful in their teaching,

particularly in national performance, because they remain open to finding new information, techniques, and content knowledge (Bevir & Rhodes, 2015) ^[4]. They are able draw upon the knowledge base of Consumer Sciences in directing their teaching. Educator 3 and Educator 5 therefore are rooted in their professional reflections. These educators therefore do not align themselves with the dictates of an integrated curriculum that, according to Khoza (2015a) ^[18], should be competence based, with more focus on acquisition of skills.

4.2 Public rationale

The rationale for Educator 9, Educator 7, and Educator 1 was rooted in the public reflections associating Consumer Sciences with public identity. *"My vision in teaching Consumer Sciences is to exert the skills the subject comes with to students for daily and future use in their entire households and entrepreneurial prospects"*, said Educator 9. During the interview, she added that her rationale is to make sure that *"I deliver the syllabus to the students so that they acquire understanding and skills"*. She further elaborated on how, through Consumer Sciences, she has developed skills that she is now using after opening a catering business. Even though Consumer Sciences' areas of specialization range from nutrition, clothing, home management to housing, Educator 9 frequently justified her viewpoint and gave examples using competencies taught in food and nutrition.

Similarly, Educator 1, in her reflective journal, noted her desire to serve the community through skills and training she received. *"I joined the profession of Consumer Sciences teaching because I was enthusiastic about assisting students and communities through their children to cook proper meals for their health and be able to do things on their own. I was actually influenced by my teachers who were Sisters in my Catholic Secondary School. They were very handy, sewing our uniforms and cooking for use and we didn't lack anything. We were a complete family right in the hostel. So, I also wanted to produce a young adult who will be self-sufficient in their communities"*.

Furthermore, during the interview, Educator 1 explored her rationale for teaching, that students be prepared to work on their own and start businesses: *"I want to mould up a child to live better in a society and I am about to retire next year, to me this is what Consumer Sciences has lived for....preparing the students for the future and they must shine in their communities with the knowledge they have received from us as Consumer Sciences teacher. They must be able to start their own businesses either in catering or as designers.....it is really painful you know when I see people without Consumer Sciences doing it and our students are waiting for an employer. Just here, in our offices, a young lady is selling to us simple fat cakes and I said to my heart...this is exactly what our graduate in Consumer Sciences must be doing"*.

Likewise, Educator 7 reinforced Educator 1's viewpoint that Consumer Sciences is one of those subjects that equips learners with life skills they can use to generate income and flourish. *"I want my students to learn to do things on their own and start businesses in their communities to improve the well-being of their families"*. During the observation session, Educator 7 was teaching Form 2 Consumer Sciences students a topic on commercial patterns, discouraging learners from buying or using commercial

patterns. *“I teach you what is in the commercial envelope because it is in our syllabus and you must know it, otherwise, as Consumer scientists you must be able to make your own patterns”*. She further reminded them, as discussed earlier, that these commercial patterns do not fit the African figure well. When interviewed face-to-face, Educator 7 revealed that she had selected Consumer Sciences education as her first choice. *“It was my first preference because I wanted this subject to give me skills that I can use at work and at home so that I can be able to do things on my own”*. However, she selected education because it increased her chances of gaining employment. *“I didn’t like teaching initially. I was from a girl’s school and those kids were naughty so really didn’t like being a teacher but because it offered greater employment opportunities, I found myself in it.”*

This findings clearly indicate that the rationale for these participants – Educator 9, Educator 7 and Educator 1 – to be teaching Consumer Sciences was constructed through public reflections in the form of influences from their high school teachers, parents, and from their willingness to develop a skill in their students, themselves, and the community. They therefore indicated that they had selected Consumer Sciences teaching as the first choice for professional training. They already they had some enthusiasm to assist learners and communities to prepare healthy meals that will alleviate diet-related illness; equally, they wished to impart sewing skills so that others might sew their own clothing to conquer poverty. This finding is in line with the assertion by Mberengwa and Johnson (2004) ^[25] that Consumer Sciences, from its inception, has had an influence on societal needs, such as the addressing of malnutrition and the preparation of young girls to appropriately cook for their European employers. Similarly, Martinko (2013) ^[24] decries the new generation children of the twenty-first century who fail to prepare healthy, homemade food and lack understanding of good nutrition. This clearly demonstrates a public need that may have driven these educators to respond to that need.

4.3 Personal rationale

With the first written reflective activity, not all the participants reflected on the rationale for liking the subject. The findings reveal that there are areas in Consumer Sciences such as cooking or sewing that attracted educators to the profession. For example, Educator 8 said, *“Firstly I chose the profession as I liked cooking and sewing and as I learned and understood what it was about I had a passion for it and now I enjoy making a difference in the life of the learner (gained skills, acquired information to use now and in the future as well as changed behaviour)”*.

In addition to the love of sewing and cooking participants demonstrated esteem for their subject. This was evident when observing Educator 8 teaching her students to sew fasteners and openings. She portrayed Consumer Sciences teachers as better professionals than other teachers in the school. She frequently used the phrase, *“we Consumer Sciences teachers are better because....”* She thus demonstrated love for and pride in her subject, encouraging students to follow in her footsteps. Interestingly, one of her students argued that teachers were poorly paid in Swaziland, therefore she could not take up the teaching profession. However, this debate challenged Educator 8 to justify her profession more extensively, stating that, even though they

may be poorly paid, teaching Consumer Sciences is enjoyable. The teacher has had so many opportunities and more time on her side to conduct other entrepreneurial projects. This was also evident during the one-on-one interview with Educator 8, *“I choose home economics as my first choice at the university because I loved it. Although at Ngwane High School where I did my secondary education there was no fashion and fabrics I fell in love with food and nutrition. It is not like I hated the sewing part but my mother was a tailor and I hated it during that time because I had no time for myself I would be always busy helping my mother. When I reached school I developed the love for it. I also loved teaching. I never knew it had so much work though”*. Similarly, Educator 4 expressed her love for Consumer Sciences and teaching of it, saying that her love of the subject had developed from secondary school through tertiary learning to her teaching. Her performance is now a new drive towards loving the subject. *“I applied for the Consumer Sciences education. It was a subject I liked at school and I would pass it very well. I chose it in JC and I got an A. I was brilliant; my teacher challenged me into doing Computer Science. Computer Science teacher advised that I sit for Computer Science even though I wasn’t learning it. For Consumer Sciences even at senior level I passed it very well. I like teaching, yes I do like. Ever since I started teaching my students pass and that’s encouraging. The only thing I don’t like in teaching Consumer Sciences is working under pressure but I am self-motivated. Motivation is one drive and I can advise novice teacher to develop such and consider the curriculum all the time”*. However, during observation, Educator 4 expressed exhaustion and discouragement, mostly from the pressure of teaching larger groups and the lack of teaching resources in Consumer Sciences. She even exclaimed that *“I feel like I can just take a break or change profession....”*

Lastly, Educator 2 believes she is liberated and thus her rationale for teaching Consumer Sciences is empowerment and emancipation of the learners. *“I teach the students to take informed consumer decisions and be able to live sustainable lives through the use of skills attained in Consumer Sciences lessons theory and practical”*. Similarly, during the one-on-one interview, Educator 2 expressed passion for teaching and her love for Consumer Sciences, *“I did food and nutrition at school. I chose to be a Consumer Sciences teacher because it was a subject I never had problems with and thus I had interest in it”*. She also derives some interest from her Consumer Sciences teacher who was her role model to the extent that she began to consider critically anything currently happening to the environment and reflecting on what she could have contributed. *“I think I am ok with Consumer Sciences and I have established myself in it and relate myself very well in Consumer Sciences”*. That developed desire to transmit her emancipation to others through teaching. *“And, I have a strong desire to share information. Yes I need money but you can never have enough money. I have a passion for teaching”*.

Personal rationale constitutes a series of self-located reasons and justifications for choosing and teaching Consumer Sciences. The rationale for Educator 2, Educator 4 and Educator 8 teaching this subject was rooted in personal reflections. Their justifications were either on personal development of self, the learner, or merely propelled by love and self-constructed admiration. These findings confirm

Young’s (2014) ^[37] contention that educators of Consumer Sciences would not argue for long without the emphasis on self-development, self-awareness, and self-actualization as the ultimate reason for their actions. That is also preserved in the mission statement of Consumer Sciences (IFHE, 2016) ^[16]. Similarly, this aligns very well with the philosophy of Consumer Sciences challenging a curriculum to develop a person as an individual, for her to enjoy her immediate environment. These educators therefore draw on personal reflections to establish their identities within the teaching of Consumer Sciences. It also confirms that love and enjoyment of teaching the curriculum is improved (Gamedze, 2012) ^[11].

4.4 Why are they teaching Consumer Sciences? (Phase Two)

During this phase of reflection, all the educators had developed a conception of the three domains of reflection and the importance of viewing curriculum from the perspectives of all three lenses, as prompted by the studies of Tyler, Stenhouse, and Freire.

4.5 Public reflections activating personal rationale

Educators, during the second reflective activity, reflected extensively on the public rationale that was used to qualify their personal rationale. Educator 2 expressed love for the subject but justified this using public reflections as this helps solve problems of the family and the society. *“I love Consumer Sciences because its prepares the students to be self-independent, family’s to be self-reliant particularly in solving the problem the society is facing”*. These problems include malnutrition and the inability of families to be self-sufficient. *“I therefore teach the students to be informed Consumer decisions and be able to live sustainable lives through the use of skills attained in CS lessons theory and practical”*. Similarly, Educator 4, Educator 9 and Educator 6 love Consumer Sciences for being a practical subject. Again, their love stems from its practical or skills-oriented nature that imparts learners with the capabilities to live better in society. *“I teach Consumer Sciences because I love it since it’s a practical subject. I used to pass it at high school and that motivated to pick it at the university”*, Educator 4 explained. Educator 6 added that it: *“Promote better living conditions within individuals, families and the communities at large. Consumer Sciences education seeks to provide day to day activities focusing on imparting knowledge and skills to empower the learners in making informed decisions that will enable them to live independently with one another”*.

Educator 9 stated that doing well in the practical component of Consumer Sciences motivated her to love it. *“I teach Consumer Sciences because I love it since it’s a practical subject. I used to pass it at high school and that motivated to pick it at the university”* On another hand, Educator 3 and Educator 7, through public reflections, engaged in Consumer Sciences activities and through the work and encouragement of siblings, but eventually enjoyed it. *“I didn’t know much about it but my mother’s sibling advised me to select it at the university. I just wanted employment by then but now I enjoy teaching Consumer Sciences and my students love me”*. Educator 7 added that Consumer Sciences is one of those subjects that equips learners with life skills they can use to generate income and flourish; thus she enjoyed teaching it.

4.6 Public reflections activating professional rationale

The professional reasons educators associated themselves with during the second phase stemmed mostly from professionalism and the employability of Consumer Sciences teachers in Swaziland. Educator 3 identified herself in the teaching profession as a trained professional prepared for teaching the subject. *“I am a qualified Consumer Sciences teacher by profession. I therefore teach Consumer Sciences because every teacher in the department is expected to”* and Educator 6 aligned herself with the mission of Consumer Sciences as a guide that defines her path and professionalism. *“I was trained in Consumer Sciences so I want to replicate myself in the community”*, concludes Educator 7.

Furthermore, Educator 4 and Educator 9, just as the other educators gained influence from public reflections, teach the subject because it offers employment. Educator 4 said, *“My aunt advised me to go for Consumer Sciences as there was still employment as I did not lack employment after graduating from the university”*. Similarly, Educator 9 adds that *“my mother was working as a secretary at the University of Swaziland and advised me to be a Consumer Sciences teacher as there were more employment opportunities and I am now actively involved in the Association of Consumer Sciences in Swaziland”*. Figure 1 therefore depicts the three rationales in which public reflection/rationale was seen as entry point for either the love (personal) or the training and professionalism (professional).

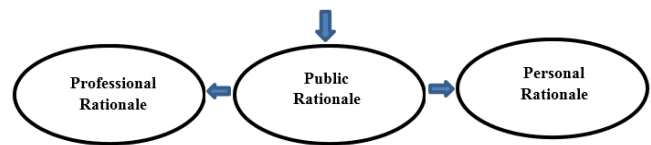


Fig 1: Public rationale as rationale for personal and professional rationales

The findings reveal that Consumer Sciences educators learnt and developed reasons for teaching in Phase Two of the study. This has been evident with educators now reflecting on the three domains. This observation validates that reflection is essential for all teachers to continue being effective (Day, 2001) ^[8]. Schon (1983) argues that the public reflection (reflection-on-action), together with professional reflection (reflection-in-action), are the two forms of thinking necessary for one to interrogate his/her actions. Other scholars (Munby, 2012; Draper & Harrison, 2010; Giaimo-Ballard & Hyatt, 2012) ^[29, 9, 12] have endorsed and validated Schon’s work, ignoring the importance of personal reflection in thinking. Killion and Todnem (1991) ^[20] then expanded Schon’s reflection model to incorporate the personal reflections by including the concept of reflection-for-action. Furthermore, Khoza (2016b) ^[17] confirmed the importance of personal reflection and suggested that once educators develop their identities, they are able make good judgements of the content/discipline (professional reflections) and the skills/competence (public reflections). These three domains of thinking facilitate methodological thinking capabilities (Kolmos, 1996; Thomas, 2008) ^[21].

5. Conclusions

The findings on the rationale for teaching Consumer Sciences may better be depicted in the Figure 1, in which reflections of educators indicated that, even though educators identified themselves with either professional rationale, public rationale, or personal rationale, they were all attracted by public reflections as an entry point into the discipline. It may therefore be concluded that educators were influenced by their teachers, parents, and/or they have seen

practical works and skills in Consumer Sciences (public reflections), thereafter identifying with these. Educators then liked the subject or loved teaching it, enjoyed teaching it (personal reflections) or through training and qualifications attained, have enriched their outlook to making meaningful information and ideas that promote Consumer Sciences-related contents and knowledge.

6. References

1. AAFCS. *Mission statement, goals and objectives*. Retrieved 29 October, 2016, from <http://www.aafcs.org/>. 2016.
2. Akbari R. Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. 2007; 35(2):192-207.
3. Atkins S, Murphy K. Reflective practice. *Nursing Standard*, 1994; 8(39):49-54.
4. Bevir M, Rhodes RAW. *Routledge handbook of interpretive political science*. London: Routledge, 2015.
5. Boud D, Keogh R, Walker D. *Reflection: Turning experience into learning*. London: Routledge Falmer, 2013.
6. Cox AM. What are communities of practice? A comparative review of four seminal works. *Journal of Information Science*. 2004; 31(6):527-540.
7. Creswell JW. *Research design: A qualitative, quantitative, and mixed method approaches (2nd Ed.)*. Thousand Oaks: Sage Publications, 2013.
8. Day C. Professional development and reflective practice: purposes, processes and partnerships. The Course named "Understanding and Developing Reflective Practice" readings. School of Education, University of Nottingham, Nottingham, 2001.
9. Draper P, Harrison S. Reflecting on reflection-in-action: Supervising practice-based doctorates in music. In *Proceedings of the 29th international society for music education (ISME) world conference (pp1-6)*. Griffith: ISME, 2010.
10. East M. *Home economics, past, present, and future*. London: American Consumer Sciences association, 1980.
11. Gamedze GS. *Reasons for high school students selecting Consumer Sciences (Masters Dissertation, University of Swaziland)*, 2012.
12. Giaimo Ballard C, Hyatt L. Reflection-in-action teaching strategies used by faculty to enhance teaching and learning. *Networks*. 2012; 14(2):1-11.
13. Gibbs G. *Learning by doing: A guide to teaching and learning methods*. Oxford: Further Education Unit, 1988.
14. Hobart C, Frankel J. *Nannying: A Guide to Good Practice*. Cheltenham: Nelson Thornes, 2001
15. Horn M. Proposal for the restructuring of home economics in the Scousdalc meeting: Positioning the profession for the 21st century. *American Home Economics Association*. 2001; 3(1):90-99
16. IFHE. *The Mission statement of the International Federation for Home Economics*. Retrieved 29 October, 2016, from <https://www.ifhe.org/127/>, 2016.
17. Khoza SB. From the Other Side of Moodle/Technology in Education of Postgraduate Students' Reflections. In *International Conference on e-Learning (p. 79-86)*. Reading: Academic Conferences International Limited, 2016b, 79-86.
18. Khoza SB. Using curricular spider web to explore a research facilitator's and students' experiences. *South African Journal of Higher Education*. 2015; 29(2):1-9.
19. Khoza SB. Is teaching without understanding curriculum visions and goals a high risk? *South African Journal of Higher Education*. 2016a; 35(4):1-9.
20. Killion J, Todnem G. A process for personal theory building. *Educational Leadership*. 1991; 48(7):14-16.
21. Kolmos A. Reflections on project work and problem-based learning. *European journal of engineering education*. 1996; 21(2):141-148.
22. Larrivee B. Development of a tool to assess teachers' level of effective practice. *Reflective practice*, 2008; 9(3): 341-360.
23. Marbina C, Tayler S. *Victorian Early Years Learning and Development Framework: Reflective Practice, Practice Principle 8*. Melbourne Graduate School of Education. Retrieved 29 June 2017 from: www.education.vic.gov.au/Documents/childhood/providers/.../evidpaperreflective.do. 2010.
24. Martinko K. It's time to bring back Home Economics class. *TreeHugger: Decadence through Simplicity*. Retrieved 25 April 2017 from: <https://www.treehugger.com/culture/its-time-revitalize-home-economics-class.html>, 2013.
25. Mberengwa L, Johnson JM. Curriculum change in home economics education at Gweru Teachers College, Zimbabwe, 1975-1995. *Journal of Family and Consumer Sciences Education*. 2004; 22(2):17-23.
26. McGregor SL. Ideological maps of consumer education. *International Journal of Consumer Studies*. 2008; 32(5):545-552.
27. McGregor SL. Bringing a life-centric perspective to influential megatrends. In *Pendergast, D., McGregor, S. L. T., & Turkki, K. (Eds.), Creating home economics futures: The next 100 years*. Queensland: Australian Academic Press, 2012, 24-37
28. McGregor SL, Murnane JA. Paradigm, methodology and method: Intellectual integrity in consumer scholarship. *International Journal of Consumer Studies*. 2010; 34(4):419-427.
29. Munby H. *Reflection-in-Action and Reflection-on-Action*. Education and Culture. 2012; 9(1):4-18.
30. Schön DA. *The reflective practitioner: How professionals think in action*. New York: Basic books, 1983, 51(26).
31. Smith KA, *Going Deeper. Formal Small-Group Learning in Large Classes*. *New Directions in Teaching and Learning*. 2008; 81(2):25-46.
32. Terzian S. International Influences on Post-Soviet Armenian Education. *European Journal of Education*. 2016; 51(2):281-294.
33. Thomas LB. *Reflecting on practice: An exploration of the impact of targeted professional development on teacher action (Doctoral dissertation, University of Pennsylvania)*, 2008).
34. Tyler RW. *Basic principles of curriculum and instruction*. Chicago: University of Chicago press, 2013.
35. Van Manen M. Linking ways of knowing with ways of being practical. *Curriculum inquiry*. 1977; 6(3):205-228.
36. Wenger E. *Communities of practice and social learning systems*. Organisation. 2000; (2):225-246.
37. Young W. Quality of Family Life as Perceived by Student Teachers. In *The Quality of Life: Systems Approaches: Proceedings of the International Congress on Applied Systems Research and Cybernetics*. New York: Pergamon Press, 2014, 40-45
38. Zeichner K, Liston D. Teaching student teachers to reflect. *Harvard educational review*. 1987; 57(1):23-49.